



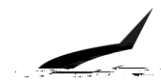
APPRENTICESHIP WORKFORCE DEVELOPMENT: FINAL CASE STUDY

Flipped Learning in Apprenticeship Delivery

Derby College

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CREATED BY



Flipped Learning in Apprenticeship Delivery

Project Overview

Off

6. Improved Learning Outcomes: While it may be too early to determine definitive outcomes, the flipped learning approach is leading to improved progress. Apprentices are actively engaged, have access to resources that support their learning, and can measure their progress effectively. With the flipped learning model giving more time for interaction between apprentice and TTA then this can lead to more developed understanding being developed. This will only be as effective as the implementation of the flipped learning concept and how the apprentice interacts with the learning, but early indications do allude to this being a possibility.

room may accommodate more interaction between teachers and students. Indeed, if such interaction leads to closer relationships between teachers and students, it may

2019)

Låg and Sæle (2019)

7. Improvement in digital skills: With the incorporation of digital technologies within the flipped learning project it is contributing to the acquisition of digital skills within the work environment. As witnessed by the research conducted by Eurofound (2021), there is a necessity for our workforce to understand the needs and capabilities that digitalisation is having on the work environment. The approach is providing a skill needed for the future.

“The development of learners within apprenticeships has been positively impacted by the incorporation of flipped learning. Learners are more engaged, take ownership of their learning, and benefit from individualised, accessible, and aligned learning experiences. This approach has the potential to lead to improved outcomes and reduced administrative burdens while promoting continuous improvement in the learning process.” Chris Sadler, AWD Project Lead

Project Outputs

Literature review on flipped learning concept.

Initial survey questions to staff regarding their understanding of the flipped learning concept.

CPD training to staff on flipped learning concept and how this can be incorporated (role of TTA and role of apprentice).

Focus groups surrounding flipped learning for data analysis.

Future Activity

Future activity would include expanding the project remit to areas further than the two that are under scope. This would allow for a full understanding of how the ideology of flipped learning within the apprenticeship workforce works within different areas of delivery to really check the validity of the concept. Delivery of the ideology would be incorporated into the professional development cycle that has been implemented with the apprentice workforce.

To support the above implementation a tutorial or skills development session could be developed and delivered to all apprentices on the concept of flipped learning to aid in the understanding of their learning. Apprentices have not been awarded this development within this cycle of the project and within the literature it was ascertained that for effective delivery and implementation of the

